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ABSTRACT

This course description was developed by educators for use at the Work Opportunity Center which was established to teach high school dropouts and/or hard-core unemployed youth. The ultimate objectives of the marketing and merchandising curriculum are to prepare students for careers in distribution and to assist them in graduating from high school. Instruction includes topics on retailing, the sales process, and human relations on an individualized basis conducted in an innovative atmosphere of "learning by doing." Features of this course description include a program evaluation, an annotated bibliography, a summary of teaching techniques and materials, and case studies. Related documents are available as VT 011 518-VT 011 533 in this issue. (JS)

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COURSE DESCRIPTION

OCCUPATIONAL CURRICULUM LABORATORY

MARKETING AND MERCHANDISING

VT011530

ED041172

THE MINNEAPOLIS
PUBLIC SCHOOLS

WORK OPPORTUNITY CENTER
107 Fourth Street Southeast
Minneapolis, Minnesota 55414

1969

MARKETING AND MERCHANDISING

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U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
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INTRODUCTION

In May 1966 the Minneapolis Public Schools received a Federal Grant under section 4C (Research) of the Vocational Education Act of 1963. This grant was provided to finance an educational endeavor designed to meet the individual needs of the dropout and/or hard-core unemployed youth in the 16 through 21 year age group in terms of skill training, related information and supportive services.

Funds are also received from the Minnesota Department of Vocational Education, Title III of the National Elementary and Secondary Education Act, and the Minneapolis Public Schools. All certificated personnel at the Work Opportunity Center must be vocationally certified under the Minnesota State Plan for Vocational Education.

It was felt at the outset that if we were to deal effectively with students in school, it would be necessary to help them deal with their problems out of school. At the present time the WOC staff numbers fifty. Included are personnel in guidance, work coordination, social work, research, health, clerical, building maintenance, and administration.

Facilities are provided in the following areas: Business Education, Communications (related), Creative Art, Drafting (related), Dry Cleaning, Electricity and Electronics, Food Preparation and Service, Homemaking (clothing and interior decorating), Homemaking (personal improvement and foods), Machine Tool Operation, Marketing and Merchandising (retail sales), Mathematics (related), Nurses Aide and Hospital Orderly, Offset Printing, Reading (remedial and developmental), Service Station Attendant and Light Automotive Maintenance, Small Engine Maintenance and Repair, and Social Communications (related). Brief descriptions of these instructional areas appear in Appendix A of this report.

Because of a general and local need for workers in nearly all occupations, the selection of technical course offerings was based largely on kinds of occupations, i.e., those in which a worker has good opportunities for advancement if he has the ability and desire to do so.

Because this report is concerned with the curriculum of a particular instructional area, program descriptions of supportive services are not included. This information is available in the WOC Summary Report of Activity and Research for the period May, 1966 to June, 1968.

The basic differences between instruction at the WOC and in conventional schools are in the setting and the approach.

The setting is a non-school type building with an informal, relaxed atmosphere. Class size is small. No one is ever too busy to give a student some of his time when the student needs it. The unique feature of our "rules and regulations" is that they are either functional or non-existant. The Student Advisory Committee has a strong voice in determining the rule structure at WOC and its implementation. A basic requirement is that a student be enrolled in a technical area. Other than that, decisions are made by students, with all the help they need or will accept from teachers, counselors, social workers, work coordinators, clerical staff, and administration.

The approach focuses on the individual. His needs are paramount. Each student is accepted as he is. His level of achievement or performance is determined, not assumed. He is taken from where he is and is assisted as far as he will go in the shortest possible time. No instructor or student is burdened with a standardized curriculum or a fixed set of materials. Grades are not used. Content is broken down into small instructional units in order to provide continuing positive reinforcement

and to minimize frustration. Successes, however insignificant, are emphasized. Instructors are sincere in their efforts with students for two reasons: 1. Teacher selection was based largely upon the possession of this characteristic of sincereity and, 2. An instructor without a sincere approach would soon have an empty classroom, for the only "hold" he has on his students are the relationships he can establish with them. These positive relationships are not always easy to establish, in fact, are not established at all in some cases (we also have our dropouts).

A listing of techniques, materials, and motivational devices that have been selectively utilized by WOC staff appear in Appendix B of this report.

The results of this kind of an approach are satisfying when evaluated in terms of positive attitudinal changes over a period of time. An outstanding example is the fact that in a school population where approximately one-fourth of the students are on probation or parole, and nearly all have dropped out of the conventional school, there has not been one discipline problem in a classroom or training area.

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STATEMENT OF OBJECTIVES

To develop in each student:

1. A working knowledge of a career in distribution and of the opportunities it offers.

2. The knowledge and skills necessary to understand and be able to perform the basic duties involved in a selected career in distribution.

3. The ability and willingness to practice the principles of good human relations with customers, employers, and co-workers.

4. A knowledge of the procedures to be used when applying for a job.

OBJECTIVE 1

To develop in each student a working knowledge of a career in distribution and of the opportunities it offers.

A student achieving this objective will:

1. Gain knowledge about a specific career in the field of distribution.
2. Be aware of the opportunities afforded by a career(s) in a specific area of study.
3. Know the duties and responsibilities of employees in particular areas of distribution.

OBJECTIVE 2

To develop in each student the knowledge and skills necessary to understand and be able to perform the basic duties involved in a selected career in distribution.

A student achieving this objective will:

Retail Sales Training

1. Be able to perform the basic duties of a retail salesperson.
2. Know and understand the importance of store policies.
3. Understand the importance and use of product knowledge.
4. Know and apply the basic principles of advertising and display.

Cashier-Checker Training

1. Know and be able to perform the duties of a cashier-checker.
2. Be able to operate a cash register.
3. Understand store policies and recognize their importance.

Dry Cleaning Counter Training

1. Know and be able to perform the duties of a dry cleaning counter girl.

2. Understand and carry out store policies.

3. Recognize the importance of accuracy in identifying, tagging, and assembling customers' orders.

OBJECTIVE 3

To develop in each student the ability and willingness to practice the principles of good human relations with customers, employers, and co-workers.

A student achieving this objective will:

1. Have a knowledge of the qualities or characteristics of a good employee.

2. Understand the importance of good human relations.

3. Make a continuing effort toward the improvement of human relations.

OBJECTIVE 4

To develop in each student a knowledge of the procedures to be used when applying for a job.

A student achieving this objective will:

1. Know how to locate a job.

2. Be able to properly complete a job application.

3. Be aware of the factors involved in a successful job interview.

ATTAINMENT OF OBJECTIVES

In setting out our attainment of objectives we feel it is worthwhile to consider some of the characteristics of our students and the implications these have in the development and operation of our program.

We are working with youth that, for the most part, exhibit a number of common characteristics and needs. They are the "dropouts" and the "pushouts" from the conventional school. Most have a negative self-image - they are failure oriented. Their attention span is short, their need for gratification is immediate. Intelligence is average, motivation is well below average. They have failed to find relevence in the school learning situation. School, to many of them has been not only a waste of time, it has been a series of failures and frustrations.

Because of their non-involvement and repeated failures these students become problems for our schools and our society. Our task is to provide a place and a means for them to become involved and to attain success. We want to show them the value of education and that someone is interested in them.

One implication of the factors we have mentioned is that the curriculum must have meaning to the students. They must be able to relate what they learn to their world. There must be a practical aspect to their learning.

An important technique used to accomplish this is to start in quickly teaching them things they will be doing on their job. We emphasize "doing" activities whenever possible. For example, a student learning to become a cashier-checker first learns how to operate the cash register and make change properly.

Many of our students have a negative self-image. Because of this, one of our first aims is to help give them a positive view of themselves.

Success in a task seems to be a key factor in bringing about this change. Our programs are designed to bring about early and continuing success. Grades are not given. Students proceed at their own rate to an acceptable performance level.

Another technique used to enhance the student's self-image is through the use of praise and approval. We do not require a perfect performance before giving praise. We give it for trying, for small successes, and for improvement. And we try to give some praise every day.

When criticism is used, it is objective, it is the work, not the person, that is critized. Along with criticism, suggestions on how to improve are given.

We find that a close student-instructor relationship is important in improving the students' self-esteem. We accept the student as he is and try to get to know him as a person.

As teachers we are not counselors. But "counseling" our students is a part of our task. Our relationship with students often becomes concerned with many aspects of their lives. It is not possible to separate the counseling function from the teaching. A student's problems have a great bearing on his ability to perform in school. The instructor can increase his effectiveness through an understanding of a student's problems.

In working with students the emphasis is on what the students can do, more than on how they do it. The idea the student produces is of more importance than the way he expresses it. We try not to stifle the student by critizing the way an idea is written or said. To do so would limit his full freedom of expression. After a certain point is reached the student may search out the proper means of expression or the teacher may introduce this at a later date.

Although our students have many common characteristics, every effort is made to treat each one as an individual. We try to maintain a continual awareness of differences and arrange programs and teaching to fit the individual. If a student learns well by reading, we encourage him to read. If he is a poor reader and doesn't want to read we present the material in other ways.

In preparing curriculum materials, in scheduling, and programming allowances are made for the individual difference of students. In our initial interview with a student, and as we work with him, we try to find out what interests him most. We then try to relate his study with his interests.

As another aid in making the student more interested in his studies we allow him to exercise some influence in his curriculum development. By giving him this authority we also hope to help improve his attitude toward authority.

Within the framework of the curriculum we try to develop a personalized instruction program. The student can enter the course at any time and work at his own rate, on his own program. Some group activity is carried on. In group activity we try to make each day's lesson a complete unit within itself. A student can then join a group at anytime and, by continuing, complete a course, as the group acticity is on an on-going basis.

The basic courses offered are retail sales, sales promotion, cashier-checker training, and dry cleaning counter girl training. However, a student may select any of a wide range of topics in the field of distributive education. For example, a student may choose to study about owning and operating a business. With the student we set about preparing a mini-course to cover this field of study. Both the student and teacher gather materials that cover the outline of study we prepare. The student then

goes ahead and studies his self-prepared course.

As we get to know the student we attempt to discover where he is at, what his abilities and capabilities are. We try to take the student from where he is and move ahead as far as possible.

In most cases, the material presented is stripped down to basic essentails. The aim is to quickly provide basic skills and an orientation to work. After these are covered we encourage the student to continue on to learn more, and better. Long term goals are introduced.

Many of our students come with a limited interest in school and learning. Their attention span may be short. It therefore becomes necessary to provide short term units: one week, ten days, one month.

Because we find that immediate gratification is important we find it necessary to provide immediate and continual feedback concerning performance. This feedback is positive in nature.

Our students are of average intelligence. Unfortunately, academic skills are often weak. Other problems are of greater importance than school. We try to overcome this by having the student work at his level and by using methods which make learning easier. A wide variety of teaching methods are used and as mentioned earlier, we stress "doing" activities. For example, in learning how to make displays, we have the student make displays, rate displays, and observe displays.

Because most work is done on an individual basis there is little opportunity for the teacher to lecture. But we do talk individually with the students, sometimes just to talk, sometimes to present material.

Motivating our students is a prime problem. One successful technique used is a system of rewards. The best success has been attained when the rewards are given quickly and frequently and for anything of merit. It need not be a perfect performance. The result frequently has been an

improvement in the student's behavior patterns.

Tangible rewards are effective and have produced good results. Coupons are given for class attendance that can be used to pay for lunches in the school cafeteria, dry cleaning, and automotive service. Certificates of merit are awarded for completing courses. Regular high school credits are recommended that count toward high school graduation.

Mutual trust is an essential ingredient to a close student-teacher relationship. Consistency in dealing with all students seems to promote a feeling of trust.

Other motivational factors are acceptance of the student by the teacher, patience, and constant encouragement.

Peer influence is one of the strongest motivational factors. We have found that a weakness of individual instruction is the lack of peer relationships. A student working alone gets no aid from a group, and frequently a group can do more to motivate than the teacher can.

In other schools the students have attended, most work was carried on in a group situation. This did not work for them because they could not keep up with the group. The result was failure. They got further and further behind. The motivation they needed from the group was no longer there. We try to overcome this by emphasizing individual instruction combined with some group activity. The balance needed varies from student to student.

Meeting the challenge of helping youth with special needs is a goal of this department. But we know it is not a problem we can handle alone. It requires the help of all individuals and groups who have an interest in helping this segment of our society. As we work together our chances for success increase.

We continually attempt to work with other instructors and departments at WOC so we can provide our students with as much help as possible. Students are encouraged to do well in all classes they attend and we try to show them the relationship between classes here. The importance and practical value of other courses in relationship to their work in distributive education is stressed.

If a student has a particular problem we work directly with other teachers. For example, we contact the math teacher in relation to a certain student's math needs in relationship to his retail sales training. Because math is basic to this field, much emphasis is placed on it.

Communication is also very important in distributive education. Our communications teacher has prepared special units that are given to most students who enter this area.

Many students come to our school with serious reading problems. All students are tested upon admission to determine their level of reading ability. Those who are weak in reading are urged to improve. Distributive education materials are made available to the reading teacher so that a student can improve his reading skills and at the same time study an area of distribution that interests him. The reading teacher also advises us of the reading level of the material we use so we can match it with the ability level of the student.

One of our main areas of training is in the dry cleaning store that we operate. Students learn to be a counter girl by actually doing the things such a job entails in a store. WOC also provides dry cleaning training by actually having a dry cleaning plant in the school. The clothes we take in at our store are cleaned in our own plant.

We maintain a very close relationship with the dry cleaning instructor.

Dry cleaning students come to this department to learn something of the store operation and the students from this class spend some time in the dry cleaning plant to learn something of the cleaning process.

The actual operation of a business has proved to be an invaluable experience for the students.

Sales promotion is an important part of distributive education. Many of our students receive much of their training in the principles of art they need for advertising and display from the art teacher. Often, art students have aided us in sales promotion projects.

One of the most popular areas of training has been the cashier-checker course. We have been able to give our cashiers some direct experience by having them work as cashiers in our school cafeteria and in the school operated service station. Students from the service station have also come here for training in cash register operation.

The business teacher has helped students from this department by giving them training in operating adding machines and by giving record keeping courses to those interested in small business operation. Typing jobs for this area are frequently training projects for typing students.

Sales books for our dry cleaning store are printed in our graphic arts department and they have also prepared a logo for use in dry cleaning promotion. The logo selected was designed by one of our art students.

Much of our human relations and personal improvement training is provided by the home economics department. We encourage students to take a self-improvement course.

Another area of home economics is available for students who wish to study about clothing styles and fabrics in relation to their retail sales training.

As we said previously, we try to counsel our students. However, we

have a very active counseling department that maintains close contact with our students. We work as close as we possibly can with them.

Our personal service department provides an invaluable service. Many of our students have very poor attendance habits. When a student misses class we notify our outreach department who contacts the student at his home and encourages him to return.

The social workers in the personal service department have at times worked directly in our classroom, joining us in general group discussions and in discussions aimed at aiding the student find himself and a goal. A student advisory committee, with representatives from each class area is under the direction of the personal service department. We send a representative from our class to this group.

In general, we try to be part of a team, working with, and for, our students.

In the classroom no formal method of evaluation is used. Grades are not given. The student is expected to work to the full extent of his ability with the aim being study until the desired level of mastery is achieved.

Evaluation is difficult because of the wide variety of courses offered and because evaluation is considered to be much more than a measure of content. Measures are of improvement in skills and attitudes. This improvement is determined mainly by instructor judgment. Testing, when used, is a test of ability to perform, not a recitation of facts.

Among our goals is to have each student complete a program which will make him an employable, productive member of our society.

INSTRUCTIONAL TOPICS

Topics are grouped according to instructional area.

A. Retail Sales Training

1. Introduction to retail sales
    a. A career in retail sales
    b. Importance and qualities of a salesperson
    c. Duties and responsibilities of a salesperson
2. Handwriting for legibility
3. Writing sales tickets
4. Cash register operation
5. Handling money and money substitutes
6. Making change properly
7. How to use a scale and other measuring devices
8. How to calculate sales tax
9. Understanding store policies
10. Stockkeeping: checking, marking, and receiving
11. Customer relations
12. Psychology of why people buy goods and services
13. Product knowledge
14. The selling process
    a. Steps in buying
    b. Steps in selling
    c. Approaching the customer
    d. The sales presentation
    e. How to handle objections
    f. Closing the sale
    g. Suggestion selling
    h. Creating good will

15. Telephone selling and proper use of the telephone

16. Handling complaints and problems

B. Sales Promotion

1. Advertising

a. Purposes of advertising

b. Trademarks

c. Brand names

d. Slogans

e. Headlines

f. Illustrations

g. Copy

h. Layout

i. Creating advertisements

j. A career in advertising

2. Display

a. Purposes of display

b. Kinds of displays

c. Principles of design

d. What to feature is displays

e. Creating displays

f. Techniques in making displays

g. Display windows

h. Interior display

i. Props and fixtures

j. Manikins

k. Motion in display

l. Lighting in display

m. Color in display (and advertising)

n. Show cards

o. How to rate a display

p. A career in display

C. Cashier-Checker Training

1. Introduction

a. A career as a cashier-checker

b. The importance and qualities of a cashier-checker

c. The duties and responsibilities of a cashier-checker

2. Care and maintenance of the cash register

3. Cash register operation

4. Handling money and money substitutes

5. How to make change properly

6. How to calculate sales tax

7. Split-Group pricing

8. Proper sacking and bagging

9. Handling trading stamps

10. How to use a scale

11. How to handle complaints and problems

12. Proper use of the telephone

13. How to prepare daily reports

14. How to handle coupons

15. Know and be able to perform basic math functions

16. Know and be able to use proper communications

17. Review of basic math: addition, subtraction, multiplication, division, fractions, decimals, percent

18. Personality development and job success

19. Employer-employee relations

20. Co-worker relations

21. Getting a job

    a. Where to look for a job, job opportunities

    b. The job application

    c. The job interview

D. Dry Cleaning Counter Girl Training

1. Introduction

    a. A career as a dry cleaning counter girl

    b. The importance and qualities of a counter girl

    c. The duties and responsibilities of a counter girl

2. Writing sales tickets

    a. Legible handwriting

    b. Pricing the dry cleaning order

3. Tagging the dry cleaning order

4. Assembling and bagging dry cleaning orders

5. Cash register operation

6. Handling money and money substitutes

7. Making change properly

8. Handling claims, complaints, and problems

9. Calculating the sales tax

10. Proper telephone use

11. How to use a scale and other measuring devices

12. Review of basic communications

13. Review of basic math: addition, subtraction, multiplication, division, fractions, decimals, percent

14. Personality development and job success

15. Employer-employee relations

16. Co-worker relations

17. Getting a job

a. Where to look for a job, job opportunities

b. The job application

c. The job interview

SELECTED ANNOTATED BIBLIOGRAPHY

BOOKS

Ernest, John W. and George M. DaVall. Salesmanship Fundamentals. New York: MeGraw-Hill Book Company, 1965.

A high school text which places emphasis on actual selling practices and procedures. It stresses human relations and the personal side of selling.

Nolan, Carrol A. and Roman F. Warmke. Marketing, Sales Promotion and Advertising. Cincinnati: Southwestern Publishing Company, 1957.

A textbook for marketing and distributive classes which covers the distribution process and its effect on the economy. It provides students with an understanding of the tools, plans, and procedures in marketing, sales promotion, and advertising.

Richert, Henry G., Warren G. Meyer, and Peter G. Haines. Retailing Principles and Practices. New York: McGraw-Hill Book Company, 1968.

A basic high school text for distributive education which covers all retailing functions in a comprehensive manner. The practices and principles that the student needs to make a start in the retail field are presented.

Robinson, O. Preston, William F Blackler, and William B. Logan. Store Salesmanship. New York: Prentice-Hall, 1966.

A basic high school text book for training in the retail sales field.

Rowe, Frank J. Display Fundamentals. Cincinnati: The Display Publishing Company, 1962.

One of a number of books used to present basic display principles and practices. The emphasis in this book is on window display.

Seil, Manning D. and Frank B. Senger. Advertising Copy and Layout. Danville, Ill.: The Interstate Printers and Publishers, Inc., 1966.

A self-study guide and workbook that provides practical exercises in planning advertising copy and layout. It emphasizes the principles of good advertising.

Wingate, John W. and Carrol A. Nolan. Fundamentals of Selling. Cincinnati: Southwestern Publishing Company, 1964.

A basic textbook which portrays selling as a career and provides the information a student needs for a successful career in sales.

Wingate, John W. and J. Dana Weiner. Retail Merchandising. Cincinnati: Southwestern Publishing Company, 1963.

A basic textbook which explains the principles of retail merchandising.

_____, (ed.). Printing Layout and Design. Albany: Delmar Publishers, Inc., 1955.

This book is used in the study of signmaking, for sales promotion. It covers the theory and practice of good layout and design.

PERIODICALS

A number of periodicals are available that provide up-to-date information about particular jobs and specific areas in distribution and sales. A few that have been found to be most valuable to our students are:

Advertising Age, American Salesman, Display World, Hardware Retailer, and Stores.

PUBLICATIONS OF THE GOVERNMENT OR OTHER ORGANIZATIONS

Let's Sell Ladies Ready-to-Wear, Men's Furnishings, Men's Wear, Toiletries Manual. Distributive Education Department, Division of Extension, The University of Texas, Austin, Texas.

These are four of a number of job study guides used to help provide individual instruction in particular areas. Each manual is self-contained including both information and worksheets.

Student Manual for Occupational Relations. College of Education, University of Minnesota, Minneapolis, Minnesota.

A book designed for use in any cooperative education program. It contains general information that all beginning workers should know for success in any occupation.

AUDIO-VISUAL MATERIALS

Filmstrips:

Bright Future. Close and Patenaude. 1617 Pennsylvania Blvd. Philadelphia, Pennsylvania.

A series of five cartoon filmstrips with records used in training drycleaning counter girls or routemen.

Johnny Presents. Audio-Visual Education Service, University of Minnesota, Minneapolis, Minnesota.

A series of six cartoon filmstrips which present information on the steps of a sale. Text material is either on records or tape. Well presented material for students studying retail sales.

Recordings:

Easy to Buy From. The Bill Gove Sales Development Series. EMC Corporation, Educational Materials Division, St. Paul, Minnesota.

A set of three records with guide, covering general principles of sales. Emphasis is placed on human relations aspects of selling.

How To Sell the 10 Things People Want. Businessmen's Record Club, Division of National Communication Corporation, Chicago, Illinois.

A record by Jack H. McQuaig explaining what salesmen must do to motivate people to buy.

Stairway to Sales - 15 Steps to Successful Selling. Businessmen's Record Club, Division of National Communication Corporation, Chicago, Illinois.

The Customer Well Sold is The Customer You Hold. EMC Corporation, Educational Materials Division, St. Paul, Minnesota.

Five records with group discussion guides presenting examples of various sales situations. These are especially good for pointing out mistakes to students.

Teacher Produced Materials:

Cashier-Checker Training Manual.

Dry Cleaning Counter Girl Training Manual.

These manuals were written at WOC to help provide training in two specific areas. Both include procedures, explanations, problems, worksheets, etc.

APPENDIX A

BRIEF DESCRIPTIONS OF WORK OPPORTUNITY CENTER INSTRUCTIONAL AREAS

BUSINESS EDUCATION

Instruction is offered in typing, filing, bookkeeping, record keeping, and in the use of small calculators, key punch machines, and office duplicating equipment. All instruction is based on current business practice. There are many positions open to students who complete this training. Included are jobs as typists, file clerks, receptionists, and key punch operators.

COMMUNICATIONS (related)

Students work individually at improving their oral language usage, writing skills and study habits. A wide variety of printed materials, audio-visual equipment and materials, and the use of individual study carrels facilitate student progress. Work may be directed toward transfer credit, GED test preparation, or job related skills.

CREATIVE ART

Students work independently. Individual instruction is provided with a wide variety of materials and equipment. The goal is the development of confidence in the areas of decision making, self-expression, and evaluation in art and everyday life. Within this framework, a student may study in depth or he may explore several areas.

DRAFTING (related)

Students taking this course learn the basic elements of drafting. The instructor cooperates closely with the teachers and students in the machine tool operation and electricity and electronics areas in order to teach the drafting and blueprint reading related to these specialized occupations. There are many positions open to machine draftsmen. The skills involved are also basic to a variety of related jobs. Qualified students are referred to area vocational schools, technical schools, or apprenticeship programs for further training.

DRY CLEANING

Students in this area are instructed in all phases of operation of a modern dry cleaning plant. They are encouraged to specialize if they express a desire to do so. Instruction in marking, invoicing, and customer service is handled by the marketing and merchandising teacher. Students can learn basic tailoring and garment repair in the sewing section of the homemaking area. Persons possessing these skills are in great demand in the Minneapolis, St. Paul area.

ELECTRICITY AND ELECTRONICS

This course provides instruction in the fundamental principles of electricity and electronics. Topics include codes, laws, terms, and techniques common to this field. Modern testing equipment is used to diagnose and locate problems in radio and television receivers in order to complete necessary adjustments or repairs. With the present rapid expansion of this field, persons with basic knowledge and skills have little difficulty finding positions in production, service and repair or in advanced training programs.

FOOD PREPARATION AND SERVICE

Students in this area are instructed in the preparation and serving of soups and sauces, vegetables, meats, desserts, and breads. They also gain experience in selecting, ordering, receiving, and storing foods. Instruction is given in proper methods of setting tables and serving customers for those interested in this phase of the industry. Students completing this course are qualified to work in one or more of the following positions: salad worker, short order cook, cooks helper, kitchen worker, bakers helper, and waitress or waiter.

HOMEMAKING (clothing and interior decorating)

Students in this course receive instruction and practical experience in the areas of sewing, garment selection, and home and money management. Other units include interior decorating and related crafts. A special unit in basic tailoring is available for men that are learning dry cleaning. Students may use these skills in their own homes or as a basis for a variety of related occupations.

HOMEMAKING (personal improvement and foods)

Students taking this course work independently in the following areas: personality development, health improvement, foods, and marriage and family living. Topics covered within these areas include proper diet, exercise, grooming, wardrobe care and planning, visual poise, home food preparation, infant care, etc. Young men or women may select one or more parts of this program according to their interests or needs.

MACHINE TOOL OPERATION

Training in machine tool operation stresses the development of skills through practical experiences. Instruction is also provided in related topics. Machines used include the drill press, engine lathe, bench grinder, surface grinder, cutoff saw, and vertical and horizontal milling machines. Students completing this training are qualified for a variety of entry level positions in machine shops.

MARKETING AND MERCHANDISING (retail sales)

Emphasis in this course is placed on retail sales. Theoretical and practical instruction is provided in clerical skills, duties of salespersons, the selling process, and human relations. Review and practice in mathematics and communications is arranged when necessary. Two specialized areas included are cashier-checker and dry cleaning counter girl training. Many full and part-time positions are available to students possessing skills in the field of retail sales.

MATHEMATICS (related)

Instruction is provided on an individual basis for students who desire mathematics related to their technical interests. Work in this area may also be directed toward a high school diploma or the GED certificate. A stimulating variety of materials and methods are used to present theory and practical application.

NURSES AIDE AND HOSPITAL ORDERLY

Students taking this course are instructed in the knowledge and skills necessary for working as aides or orderlies in hospitals and nursing homes. Six to twelve hours a week are spent caring for patients in hospitals or residents in nursing homes. This experience is also valuable to students in home situations.

OFFSET PRINTING

This course provides training in offset printing and related darkroom procedures. Instructional units include composition and layout, process camera operation, stripping, plate making, small press, and finishing operations. Minnesota ranks very high nationally in the number of workers employed in the graphic arts industry. Students completing this course find many entry level positions open to them.

READING (remedial and developmental)

The specific nature of each student's reading problem is diagnosed. A program for remediation or improvement is designed by the instructor and student. A variety of equipment and material is used, ranging from that suitable for very disabled readers to that useful with students reading at the college level. An effort is made to relate classroom experiences to the technical area in which the student is enrolled. Emphasis is placed upon individual contact, with each student given continuing encouragement in his efforts to improve.

SERVICE STATION ATTENDANT and LIGHT AUTOMOTIVE MAINTENANCE

Training in this area is carried on in a WOC operated service station that is open to the public. Instruction is provided in driveway sales, lubrication, engine tune-up, brake work, and other repair and maintenance tasks short of major overhaul or body work. Students may receive related instruction in mathematics, sales, accounting, communications, etc. at the Center in addition to the related units taught at the station.

SMALL ENGINE MAINTENANCE and REPAIR

Persons enrolled in this course work independently on a variety of WOC, student, and customer owned two and four cycle gasoline engines. Instructional units in servicing, adjustment, repair, and overhaul are included. Students seeking employment in this field or those having to operate small gasoline engine powered equipment benefit greatly from this instruction.

SOCIAL COMMUNICATIONS (related)

Student interests and needs are given primary attention. The course offerings include independent study in psychology, government, labor unions, human relations, etc. A large number of references and audio-visual aids are available for student use. Instruction is presented on an individual basis as well as in small discussion groups.

APPENDIX B

TECHNIQUES, MATERIALS, AND MOTIVATIONAL DEVICES

Techniques, materials, and motivational devices that have been selectively utilized by Work Opportunity Center staff are listed below.

TECHNIQUES

1. Teacher-student talks. Teachers endeavor to determine where a student is, achievement-wise, and work with him from that point.

2. Subject matter content is divided into short instructional units, one-half to two or three hours in length.

3. Students are praised for completing a task or short unit. They may receive awards of merit for completing groups of units three or four weeks in length.

4. Students are often allowed to make their own choice as to what materials they will read or study.

5. Work and a record of progress is frequently kept up to date by the student. Self-evaluation - kept in individual student folders.

6. Teachers encourage students to move on to successively difficult tasks when success has been achieved on easier ones.

7. Open door policy - a student may come in anytime either to work or ask a question. Students are, however, encouraged to attend classes as they are scheduled.

8. Frequent, well organized field trips. Students decide where to go and what to look for.

9. Students are asked to make written comment on what they read - little correction - emphasis is placed on ideas and expression, not on grammar, spelling, etc. - teacher learns from and about student.

10. Compliments received concerning performance, attitude, etc. are shared with the student or students involved.

11. Good attendance is encouraged - emphasis is placed on days attended, not days missed.

12. Students keep own attendance by signing in and out of class.

13. Students are occasionally given blocks of work and allowed to progress as fast as possible.

14. Students are urged to call in when they are going to be absent. If a student doesn't call, the instructor or outreach worker calls the student. The emphasis is on better attendance, not excuses.

15. Classroom atmosphere is informal, relaxed, conducive to self-expression. Adverse competition is all but eliminated.

16. Student participation in planning the next day's work increases attendance.

17. Success is increased greatly when class size is kept small. This permits more individual attention, closer supervision, and programs of instruction tailored to individual needs and rates of learning.

18. Teachers notify intake personnel when they feel their class is full. The class size varies with the amount of individual attention each student needs. When the teacher can work with more students they are assigned.

19. Incoming students are given a brief test to determine reading level. Instructors are made aware of each student's reading ability. Students may also be programmed into a remedial or developmental reading situation.

20. Student and teacher work out the fine points of scheduling - agree on short and long-term goals.

21. The programming of students and jobs through the shop is done in the manner followed in industry.

22. Length of class periods and courses are flexible - depends on student proficiency and attitude.

23. Each individual is accepted as worthy regardless of personal appearance, manner of dress, or personality characteristics that may seem negative.

24. The use of advanced students to assist in the instruction of newer students has positive effects on both.

25. Instructors endeavor to establish a "helping" relationship..."I am going to help you get ready for this job." This approach emphasizes "partnership" in learning.

26. Every effort is made to get the students "doing" as soon as possible.

27. Two or more training areas may cooperate in teaching several phases of a course, e.g. Dry Cleaning - Marketing and Merchandising - Homemaking (sewing).

28. Lecturing, preaching, bossing, or threatening by the instructor is avoided.

29. Students are allowed to clean and press their own clothes or those of their family. They become much more critical of their work in these cases.

30. Homework is not assigned unless a student expresses a desire for it.

31. Most technical areas require very little reading or written work. Emphasis is placed on performance.

32. New students enter the program every week.

33. An intensive two-day orientation program is designed to made students feel comfortable in a new setting.

34. Students in the food preparation area plan a menu for the week and then prepare all of the food. Cafeteria-classroom is open to the public.

35. When a student exhibits greater than average interest in an area or department he is encouraged to specialize.

36. Regular office desks and equipment are used in Business Education. Room is arranged like an office.

37. Students are encouraged to accept their peers.

38. Students are asked to underline words or phrases in paperbacks or magazines. The instructor and student then go over these together.

39. The Marketing and Merchandising area is organized like a retail store using regular store equipment.

40. Students are never told that they are not capable of certain things. They are expected to perform. When necessary, realistic alternatives are presented.

41. Dry Cleaning - the use of student planned weekly "Specials", e.g. two skirts for the price of one. This enables students to polish their skills on selected kinds of garments.

42. Instructors avoid negative or emotional reactions.

43. Kindness is shown toward students. They are cared about. Emphasis is on the positive.

44. Instruction is personalized. Students' pictures or portraits (pencil sketches) are posted. Student dress is admired and commented favorably upon if it is in good taste.

45. Students are encouraged to get more education and training.

46. Tape recorders are used to improve oral language usage.

47. Students are shown a process, then allowed to try it themselves. If necessary, they are shown again. They are much more receptive the second time.

48. A manikin is used for student demonstration work in nurses aide classroom.

49. Nurses Aide students receive practical experience in a hospital or nursing home under the supervision of the instructor. They are encouraged to develop their own techniques in handling patient problems.

50. Overhead projectors are used for small group presentations.

51. In creative art demonstrations and/or experiments are carried out by a student or the instructor. This has the effect of motivating other students to try their hand at another art-form.

52. Tests, when used, show a student what he has learned. They are not used to determine grades. Grades are not given.

53. Marketing and Merchandising students learn about qualities of cashiers by going to stores and rating the cashier that waits on them.

54. An attempt is made to have each student learn something new each day.

55. Individual work station tool panels aid shop efficiency and have reduced loss of tools.

56. Student comments or criticisms are accepted with the idea of improving content, techniques, etc.

57. Emphasis is placed upon learning concepts through experiences rather than reading about them.

58. High quality work is encouraged and expected rather than just enough to "get by".

59. Entry and subsequent tests in Business Education are used to show the student what gains he has made.

MATERIALS

1. Short, instructor-produced, materials have been developed on a variety of topics.

2. Pamphlets and paperbacks are used extensively in several areas.

3. Selected materials in related subjects are directed toward the student's vocational interest area.

4. Several newspapers and a large selection of current magazines are used in Reading, Communications, Homemaking, and Social Communications.

5. An individual study sequence in psychology is used in Social Communications that helps promote self-understanding.

6. A series of questions, the answers to which can be found in current magazines, pamphlets, almanacs, atlases or filmstrips.

7. Students select and study materials with large print more often than those with small print.

8. Government Printing Office publications are used in nearly all areas.

9. Language lessons are used that employ local examples and student written sentences.

10. Trade and industrial publications are used in the technical and related areas.

11. No single textbooks are used. Reference materials are available that vary in difficulty and emphasis to accommodate student's ability and interest.

12. A series of retail sales language lessons were developed using Marketing and Merchandising materials.

13. Series of polaroid pictures are mounted and used to show the steps in various processes.

14. Programmed materials are used in several areas. They are supported by individual discussions and problem solving sessions.

15. A card game designed by the students and instructor is used to help students learn capitalization skills.

16. Programmed texts are used in a few areas to polish basic skills.

17. Sound filmstrips used in several areas with projectors that are designed for viewing by one to three persons. These are student operated.

18. Students in two areas are learning new words through the use of a modified tape recording machine utilizing cards with a strip of magnetic tape attached.

19. Films, filmstrips, and sets of slides produced by industry are available for loan or purchase - several areas use them.

20. Teacher produced manuals are used for training checker-cashiers and dry cleaning counter girls.

21. A few games are used in mathematics. The structure and strategy of games provide entry into a wide range of mathematical concepts.

22. Pre-recorded vocabulary tapes are used by students who need work on pronunciation.

23. Industry-produced charts and posters are used by several instructors.

24. Samples or portions of garments are made up showing steps and/or techniques of clothing construction. These are displayed on a series of flip charts.

25. Selected printing jobs are accepted from within the school district if they can be fitted into the training schedule.

26. Students browse and select books on art. They are encouraged to take these home for reading. If the book is a paperback they may keep it.

27. Glaze charts for the four kinds of clay used in art have been presented in four different ways -- mosaic, windchime, freeform mosaic, and relief. These charts, while primarily informative, have also had a motivating effect on students.

MOTIVATIONAL DEVICES

1. Art Shows - Several Art Shows have been set up at W.O.C. and at other places around the city. Work that is on display is also for sale. Most students find greater reward in the fact that people actually liked their work well enough to buy it -- money received seems to be secondary.

2. Coupons - Students receive a coupon worth ten cents for each class they attend. Coupons may be redeemed for lunches, dry cleaning, or automotive service. This system is very popular with the students. It generates several positive effects within our program in addition to providing immediate reinforcement of attendance.

3. Student Projects - Student owned engines, radios, etc. and private non-school equipment are worked on with much more enthusiasm than school training equipment.

4. Polaroid Camera - Pictures are taken of the student at the beginning of a sewing project, as it progresses, and at its completion. These pictures along with samples of the material and different details are mounted on an accordion-pleated story board. Students stop frequently to look at their progress and the progress of others. They also get great pleasure out of bringing in their friends to show them what they have accomplished.

5. Short Term Assignments - Short term assignments have been found to be one of the better motivational devices. A student is more likely to start and work on an assignment if he can see the end.

6. Checklist - A checklist of assignments, worksheets, projects, meetings, and activities is maintained in several areas. As each student in the class completes an activity, a checkmark is put in the proper square.

7. Successful Student Display - A large bulletin board upon which is displayed a close-up snapshot of each student who has gained clerical employment after having attended the Work Opportunity Center and has taken business training. A caption under the picture simply lists the student's name, place of employment, and type of work being performed. Some are depicted by two photos in a "before" and "after" arrangement. Prospective and beginning business students seem highly motivated by this display as they see the success being enjoyed by those pictured.

8. Time Clock - Most small engines students become hourly employees. A time clock was introduced as a training device. Use of this clock has motivated students toward better attendance. It has also simplified record keeping and provides a quick, line of sight reference showing who is in the shop. A time clock is also used in the marketing and merchandising classroom as it would be used in a place of business. Each student "punches" in or out for class as they would on a job. A student is assigned a rate per hour and calculates his earnings. Problems in determining deductions are also used. As a student progresses, his salary rate goes up.

9. Awards of Merit - An award of merit certificate is used in many areas of the Work Opportunity Center. The awards are earned by students for attending various series of classes and for completing certain tasks and assignments. For many students this may be the first such recognition they have received.

10. Insignia - Food Preparation is divided into five levels of accomplishment. Sleeve stripes are awarded to students for performance and attendance in various levels, and also inform the public of the student's position in the kitchen. Students attend and perform to be promoted from one level to another. Promotion is based on agreement of the instructor and the student department head and voted on by the entire kitchen staff.

11. Path to Charm - On "The Path To Charm" certificate, students plot their course with various colored stars as they complete units in personal improvement. Pictures taken with the Polaroid camera are inserted behind a felt paper frame on the certificate. These add recognition and a personal touch which the students need so desperately. Replacement pictures are taken and framed as the girls progress.

12. Books Expendable - This is a program which makes a variety of paperback books freely available to students. Several hundred volumes are on display, in bookstore-type wire racks, in the Reading Center. Students have complete freedom of choice in selection and are not required to seek permission before withdrawing a book. They are, however, encouraged to return the book when they have finished with it and to "swap" it for another. New titles are added each month to keep the collection up-to-date and to stimulate interest.

13. Written Contract System - Students enter into a written contract with counselors, teacher and others concerned. It "binds" both the student and the staff. He agrees to attend for a specific number of class hours, a specific number of days per week with the contract written for a relatively short period of time, depending on the resources of the student.

14. Point System - Because high school credit is important to many of our students, a point system is in effect in most areas of W.O.C. This system helps provide continuing reinforcement and facilitates record keeping and evaluation. One point is the equivalent of approximately one hour of work. Eighty points equals one credit. Fractional credit may also be recommended. This system complements the W.O.C. program.

15. Chart of Learning Units - A chart is on display in the business room depicting the various courses being offered. These courses are subdivided into fractional parts or learning units. The unique feature of the chart is in the visual subdividing. It is greatly simplified so that the student is not threatened by a feeling of insurmountable course work. Credit or check off is made early and quickly after the completion of the most rudimentary tasks. This is recorded on the business student's record card. As the student progresses through the learning units, credit and check off is given at specific junctures.

16. Field Trips - Art students have taken field trips to art museums, galleries, studios, exhibits, and theatres. Hikes and/or sketching trips have been taken to a dancing studio, the river, the downtown area, and the zoo. These trips are popular with the students and are always well attended.

17. Consultations - Individual and group consultations with students help eliminate grievances, improve attitudes, improve attendance, and make the students feel important. They also help instructors determine student needs, desires, etc. and make possible better referrals to other departments.

18. Re-Organization of Service Station - Peg board storage for tools - shelving for oil, etc. - rearranging of impulse sales items, painting back room and office, complete change of salesroom and office area. Helped establish a proprietory attitude in students - it's "our" or "my" station now.

19. Uniforms - An adequate supply of uniforms is maintained at all times at the Service Station and in the Cafeteria. This not only provides clean uniforms at all times, but has also been a definite, motivating factor in these areas.

20. Machine Parts - Students in the machine shop, on occasion, make parts for and rebuild machines that are no longer operable or are inaccurate to the point that they are of little value. This has been an excellent motivational device. A student can actually see the part that he produced functioning as a part of the machine.

21. Unstructured Time - Students are invited into the sewing room to work on an interior decorating oriented craft. A variety of simple projects have been completed. Each student keeps his project. A number of students who previously had little or no contact with each other have worked together in an atmosphere of friendliness and cooperation. These sessions are unscheduled, but generally take place once every four to six weeks.

APPENDIX C

CASE STUDY

General Information

This female student, 18 years of age, lived at home with her mother and her infant child. A second child had died but no further information was available at the time. The home was a neat, well-kept frame dwelling on a main street of the inner-city.

The student studied dry cleaning counter training and cashiering for about four months, receiving both individual and small group instruction. Attendance during this time was excellent. She was seldom absent and devoted four to five hours daily to practical work and study in this technical area.

Methodology and Results

During part of her training she worked for the NYC at the dry cleaning counter in the Work Opportunity Center. She worked with clothing intake, handled money, tabulated figures and tickets each day, tagged and sorted clothing, and completed dry cleaning transactions. Instruction was primarily by individual or small group visual and oral demonstration. Occasional reading assignments were given. At times she showed signs of immaturity and lack of responsibility through lack of consistent attendance on the NYC job.

She demonstrated an ability to work with others and directed their activity in counter training. She aided in the training of new students learning counter work in a dry cleaning store. Her progress was checked informally.

Arrangements were made by Mr. Briscoe (instructor in Dry Cleaning), Mr. Boyer, Mr. Abrahamson (Coordinator), and the student for placement in a dry cleaning plant within two blocks of her home. This was a part-time

job during the afternoon. She expressed great eagerness about the job. Hours of work were Monday through Friday, one-o'clock to six o'clock and Saturdays one to five-thirty. She did not ask about wages. Her wage at the WOC was $1.40 an hour limited to fifteen hours weekly. Her job paid $1.65 for slightly less than thirty hours weekly. She expressed interest in attending WOC during morning hours.

The employer was appraised of the fact that all may not go smoothly. He was told about the good qualities of the girl and her possible weaknesses.

On the day she was to start the job the coordinator made arrangements to meet and take her to her job. She did not keep the appointment. The coordinator located her even though she was trying to evade him. She said she did not want to go to work and mentioned how comfortable she was at the WOC. Future earnings were no incentive. The student's appearance was very good. She was finally persuaded to go, and several of her friends came along for moral support.

The coordinator introduced himself to the owner of the business, met with the student's immediate co-worker and supervisor, discussed work expectations, and explained procedures to use to assure constant supervision and help from the school.

She briefly discussed her first day's work with her instructor the following day, and she expressed a liking for the job. She told of the differences between the school store and her job. She seemed to show some pride in helping a "worker."

On the second day she was twenty minutes late to work. The third day she was not at work in order to attend the funeral of a cousin, and the following work day she was out ill. The next day she did not come to school. The coordinator solicited the help of several of the girl's friends

to help locate her. Personal visits were made to the WAY, TCOIC, her own home, homes of friends, and several other locations to contact the student to go to work. Her mother was deeply concerned and went to the place of employment to find the student. The student had called in after one o'clock to say she was at her doctor's office. No verification was requested. She was aware the following morning of the efforts to contact her.

She was advised by the coordinator that she was trained, had demonstrated ability, could attend school mornings, but must be at work to continue her in-school training. This approach was made after consultation with the Personal Service Department and her instructor.

During the several weeks that followed, she attended school and work regularly. The coordinator checked on job attendance and performance two or three times each week.

Prognosis

The problem at this time seemed to be one of achieving a balance between over-bearing contact and enough contact to assure concern for the individual which would tend to bring about a continuation of accepted work habits and attitudes.